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ABSTRACT

This handbook provides public libraries with a source of hints, ideas, and suggestions to increase the diversity of their personnel in a non-discriminatory manner and with equality in personnel policies. The guide includes the following sections: (1) Why This Handbook?; (2) Getting Started; (3) Policy Statement--creating a policy, examples, and utilization; (4) Assessing Current Staff Ethnic Make-Up--and workforce profile; (5) Making it Happen; (6) Planning; (7) Finding Good Candidates--position announcement, "home grown" employees, and recruiting; (8) Hiring--and screening candidates; (9) Retention; (10) Recruitment and Retention of Minority Trustees--and formal and informal recruitment; (11) Summary; (12) Check List for Assuring Diversity; (13) References; and (14) Appendices--Workforce Profile worksheet, Census figures for ethnic minorities by Colorado county, list of ALA (American Library Association) accredited graduate library science programs, and a list of public minority- oriented print and electronic media. (Contains 10 references.) (SWC)

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Recruitment and Retention of Minority Personnel and Trustees in Public Libraries

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RECRUITMENT AND RETENTION

OF

MINORITY PERSONNEL AND TRUSTEES

IN

PUBLIC LIBRARIES

a handbook for public libraries as a source of hints, ideas and suggestions to increase the diversity of their personnel in a non-discriminatory manner and with equality in personnel policies.

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WHY THIS HANDBOOK?

While Colorado public libraries are committed to the goal of serving the minority communities, the question is often asked, "how do we do it?" There are many answers to this question, many very effective, some complicated, some difficult to implement and of course, some rather expensive.

Probably the most important aspect of increasing service to the minority community is the message we send that says we not only have materials and information that are important and useful, but we also have a staff that is reflective of the community we serve. That is, we have a public library staff which is not just white, but one that includes the colors of the people that inhabit the community in which the library is located.

How do we do this? How do we actually find the qualified staff members and trustees that will mirror our communities? After we find them, how do we hire them and enlist them to become members of our library organizations? Most importantly, how do we retain them once they have agreed to join our teams?

The purpose of this handbook is provide guidelines for:

* non-discrimination in library service,
* non-discrimination in recruitment, hiring and retention, and
* equality in personnel policies.

This handbook does not deal with library collections, programming, or budgets. It only focuses on the personnel issues. It is offered as a guide with helpful hints and ideas, including a check list of essential steps (page 32), on how to find qualified staff members from the minority community. It deals with recruiting them to the library and retaining them as members of the library team. In addition, this handbook will address tips for recruiting members of the minority community to serve as library trustees.

It is important to understand that many of the principles and practices included in this handbook are applicable to all potential employees - - minority and non-minority. However, the spirit of the handbook is to focus on the challenge at hand, which is the recruitment and retention of qualified minority public library personnel and trustees.

Securing representation of minorities on your staff and on your board of trustees will be an extended process that faces numerous obstacles and will not be easily achieved, but <u>it can be done!</u>

Getting Started with Library Personnel

Dr. Camila Alire, Dean of Auraria Library, University of Colorado Denver, is fond of saying that in order to really make progress with increasing the number of minority personnel in any library, we must get beyond the traditional thinking that it is up to someone else to do it.

Obviously she is correct. It is not up to someone else. Everyone has a responsibility and must be proactive in recruiting and retaining a diverse workforce.

Writing for the Colorado Libraries in September of 1991 and addressing the recruitment and retention of minority students in community college libraries, Dr. Alire suggests that commitment to the task -- really being committed and dedicated to being successful -- is undoubtedly the first step. Equally important, and for the long term, is the honest understanding and acceptance of how difficult the task will be.

First, realize that you are not alone in your quest. Many service agencies, government organizations, and business/ corporations are also concerned and striving to increase their minority inclusion. Consequently, there is a high level of competition for competent minority personnel.

It is not only the formal recruitment process that encourages potential minority staff members to select your library, but also the library environment as well. All library personnel must demonstrate a sensitivity to working with diverse populations. Many people find it difficult to perceive their prejudices because their prejudices are by definition the normal practices, customs, and habits of a majority group that tend to disadvantage a minority group. Library administrators need to train all to be sensitive and eliminate racial barriers.

"Patience," says Dr. Alire, "is a must." Increasing the number of minorities on any staff is not going to happen quickly. Unless specific steps designed for effective retention are taken, it is likely that, once a minority person is hired, he/she could soon leave for a more supportive library environment elsewhere.

So, what do we do? Foremost is the commitment and dedication of all staff to having a diverse workforce. The first step is to educate your library personnel. They need to understand your commitment to recruitment of minority personnel as a way you have defined of serving that community. We must give our library staff credit for being able to understand a just rationale for doing something and then empower them to assist the library in providing that supportive and understanding environment.

One important method to educate your staff is to offer some workshops/programs that address cultural/ethnic sensitivity and awareness issues. You do not have to be the expert. Ask around your community because there is very likely someone somewhere who can offer such programs.

The next step to consider is to involve your staff and trustees in the planning and implementing of a solid recruitment and retention program. Again, by providing the opportunity for anyone to help, no matter their position in the library, you are creating an atmosphere where involvement equates to support and commitment to help.

There are some suggestions from those who are successful in minority staffing that will serve you well in your quest for minority personnel. You need to develop and use a written policy statement on library services to your minority community. This statement demonstrates to everyone your library's stand on this issue.

You need to assess your current staffing in terms of minority representation. Is your current staff sufficiently diverse to meet the needs of your service area? Next, you need to have a recruitment plan describing how you will increase minority staffing, including actions and objectives that are meaningful and measurable. That plan requires that the library be committed to the tasks and carry out the plan.

In summary, what we are talking about is not quotas, it is not about minority goals, it is not about hiring unqualified individuals, it is, as Dr. Albert Yates, President of Colorado State University, said in an open letter to CSU alumni, about his university, which also applies to libraries; *"Choices about hiring . . . should be made . . . in keeping with institutional values, which include diversity. This does not and should never mean that we . . . hire an employee who is not fully capable of succeeding. Probability of success must always be the chief criterion in decisions about hiring . . . race, ethnicity and gender should never be determining factors in such decisions. But just as private schools give special consideration to the children of alumni, just as public schools give special consideration to veterans, state residents and those who excel in sports, the arts, and the sciences, we may and should consider race ethnicity and gender as secondary factors when making a choice as to whom we hire . . .*

When it is a matter of choosing among people with comparable qualifications . . . If one of the qualified candidates can lend a diverse perspective to an overwhelming white department or classroom, that is an important contribution and ought to be considered.

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THE POLICY STATEMENT

It is recommended that every public library or public library district have a service to ethnic minorities policy statement **approved by the board of trustees**. The policy statement should be used to guide all library personnel in serving the diverse population of their area regardless of the racial/ethnic mix of that population.

This policy statement does not have to be lengthy nor does it have to be written in legal terminology, but it does need to be a statement of your library's **true concern to serve all populations** in your specific service area.

CREATING A POLICY STATEMENT

No library's policy statement should be word for word from someone else's statement, such as the examples provide below. The statement should evolve from the concerns, commitment and expectations of library personnel and trustees, your mission statement and the values of your library. While the examples such as those in this handbook can be used as a guide to developing your policy statement, it must be unique to and reflective of your library.

Consequently, it is important to keep a few basics in mind as you set out to create a statement of policy, for instance:

- it should be a statement of your library's unique commitment to serve all populations, regardless of race, color, sex, national origin, sexual preference, age, political preference, or disability;

- it should be a statement of your library's commitment to those practices that assure staff opportunities for all including all employment practices, hiring, recruiting, promotions and training;

- it should be a statement of your library's dedication to having all personnel share in the responsibility for equity among staff; and,

- it should be a statement that communicates internally as well as to the public at large.

HERE ARE SOME EXAMPLES:

MODEL POLICY EXAMPLE #1*

(*From the Library Services to Ethnic Minorities Committee)

The Morris Public Library believes that all people in the community should be encouraged to use the public library and that the library should be prepared to meet their needs. The library also believes that all people in our community need to understand and appreciate the varying and diverse cultures of the people who live in our service area and the state.

Consequently:

The Morris Public Library will recruit, hire, place, and advance ethnic minority employees, volunteers and trustees to reflect the ethnic make-up of our community. The Morris Public Library will treat members of ethnic groups with sensitivity, courtesy and respect.

The library will offer services designed with the ethnic populations community in mind.

The library will have a collection that contains a wide variety of materials by, about, and in the language of the ethnic population of our service area and the state.

The Morris Public Library will celebrate the heritage and culture of the various populations in our community and in Colorado.

The library will develop partnerships with community groups in order to better serve ethnic populations.

MODEL POLICY EXAMPLE #2

The Morris Public Library is committed to a policy of equal opportunity for all people of our service area, regardless of race, color, ancestry, religion, sex, national origin, marital status, sexual preference, physical or mental disability, political preference, or age.

Our policy is to ensure balance in our workforce, staff, volunteers and trustees in a manner that mirrors the demographics of our service area and that each member of the Morris Library team demonstrate sensitivity to and respect for all other staff in a manner based on the spirit as well as the letter of equity.

Our employees and trustees are expected to make every reasonable effort to act in a spirit of assuring that service to patrons is reflective of the demographics of our service area.

MODEL POLICY EXAMPLE #3

The Morris Public Library is firmly committed to the principles and practices of providing equality of opportunity to all who make up our community.

Further, we will provide employment opportunities to all who are qualified and promise that our library staff, our volunteers and our trustees will reflect diversity in our community in regards to race, color, religion, sex, national origin, sexual preference, age, marital status, disability or political affiliation.

Further, each employee, manager, supervisor, technician, staff assistant, or volunteer, is ultimately responsible for ensuring that all the community is welcome to participate in the activities we sponsor in our facilities and that all community members are actively sought for positions in our libraries.

Further, we ensure that all staff, volunteers, and trustees have the orientation, training, and management tools, to affect a library service that reflects the make-up of the community.

Thus equality of opportunity is an integral part of the mission and we will continually evaluate our successes and make adjustments necessary to accomplish our commitment.

UTILIZATION OF THE POLICY

After your policy statement is finalized then it has to be more than just a document gathering dust on a shelf. To your employees and trustees, it should become a constant companion. It is an important document -- one which guides, and one in which the total team believes!

It is unrealistic, of course, to expect your library personnel to have copies of the policy statement with them at all times. However, here are some suggestions which would indicate the importance of the document and which would make it really meaningful and beneficial:

- the library director, not just a supervisor, should communicate the policy directly to all library personnel;
- a statement of the policy should appear in the personnel and operations manuals;
- the policy should be included in the employee handbook;
- new employees should receive a copy immediately upon or before becoming a member of the team;
- a copy of the policy, in large print, should be prominently displayed near the public entrance to any facility;
- the policy statement should be posted on bulletin boards, near time clocks and personnel announcement areas; and,
- during staff meetings, when appropriate, you should discuss the policy and its application and implementation, answer questions, address concerns, and review progress.

The intent, of course, is that this is a "living document" which has a message that is to be taken very seriously by the whole team. It is a philosophy of how each member of your library does his/her job of serving the total population of the community, including your minority community.

ASSESSING YOUR CURRENT STAFF MAKE-UP

In order to determine whether or not your library's personnel reflects the diverse community labor pool, it is essential that you assess the ethnic make-up of that staff. Is your staff really reflective of your minority community?

A workforce profile form can be used as an instrument for a visual review of how your staff compares with the community. The following example shows how a library might use this form.(See Appendix A for a blank form that you can use with your staff.)

The form can be used to review the total workforce, including trustees, of your staff as it compares to the ethnic minority make-up of the community. It can also be used to review various personnel actions such as promotions, transfers, layoffs, etc. (A listing of the ethnic minorities in your county, according to the 1990 census, can be found in Appendix B.)

The various categories of library personnel can be adapted to fit your library's personnel categories. The terminology is not what's important. What is important is the accuracy of measuring how reflective the staff is of your community.

Example

WORKFORCE PROFILE

Circle category of employee being analyzed.

General Workforce · New Hires Transfers Layoffs

Terminations Promotions

LIBRARY PROFILE

Job Groups	Black M	Black F	American Indian M	American Indian F	Asian M	Asian F	Hispanic M	Hispanic F	White M	White F	Total M	Total F
Trustees								1	4	5	10	
total %								10%	90%			
Professionals									1		1	
total %									100%			
Para-professionals									4		4	
total %									100%			
Clerical								1			1	
total %								100%				
Volunteers							1		1	2	4	
total %							25%		25%	50%		
Other Custodians							1					
total %							100%					
Total staff							2	2	5	12	21	
total %							9%	9%	23%	57%		
							20%		80%			

SERVICE AREA PROFILE

	Black	American Indian	Asian	Hispanic	White	Total
Percentage in Population	.4	.6	.7	38.6	59.2	13,617

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MAKING IT HAPPEN

Assess where you are in terms of the ethnic diversity of your staff; project your future personnel needs, determine the availability of qualified minorities in the labor pool, and then you need to prepare.

Whether your library is large or small, you should be able to answer these questions for your library to operate efficiently:

- what type and how many applicants will be needed or desired
    - now?
    - over the next few months?
    - annually?

- how many potential applicants are available in the workforce? (Check with you local government for relevant statistics)

    - how many of these are minorities?

Answering these questions and planning/implementing specific actions will move you a long way toward assuring that a minority candidate pool will be available to meet the needs of your library. Ideally, successful staffing is not done just at the time of a position opening; it should be an ongoing effort. All library personnel and trustees should be involved in developing a potential minority candidate pool. All of you should visit with minorities from the community whom you may know in another setting about their and others' interest in potentially working in the library. This is solid demonstration on the library's part of its sincere interest in identifying minorities who could be encouraged to apply for future positions.

Also, successful minority staffing may not be just getting "the best," from a purely technical skills perspective, but getting an employee who is efficient, courteous, alert, conscientious, ambitious, and enthusiastic, meets the minimum qualifications of your job, who can learn new skills, and has the ability to lead others. Be honest about your position description, what are the minimum skills needed to get the job done. The minimum could be at a level that greatly broadens the pool of candidates and then allows you the freedom to hire one who has promise.

All of this is not just a matter of recruiting. It's about public libraries whose collections reflect the ethnic mix of their communities and whose programs and displays celebrate the richness of diverse cultures. These libraries also provide opportunities

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for all staff to expand their knowledge and skills, to receive promotions, to participate in sensitivity training and to be treated fairly and equally with dignity and respect. This is like the "build it and they will come" concept -- minorities will not only use the library, but will want to be a part of the library team, either as an employee and/or trustee.

Please do not charge into minority staffing like a bull in a china shop as some businesses have. Remember minority individuals are people (not commodities, goals, or targets) who are qualified candidates, first and foremost.

PLANNING

Now that you have your policy statement and your staffing pattern identified, what is your diversity plan? What specific diversity actions will your library have as directed by your policy statement?

Following are examples of diversity action statements you could use:

1) The library staff will reflect the racial/ethnic composition of our community service area.

2) All employees will have opportunities to expand and improve their knowledge and skills;

3) Staff and patrons will be treated fairly and equally, with dignity and respect; and,

4) Our collection and other materials, services, programs, exhibits, will be relevant to and reflective of the rich cultures of all the people of our community service area.

Each of your stated actions should have the following:

- objective(s) with activities to complete each objective
- person(s) responsible for each activity
- a timeline for accomplishment

Example of Diversity Plan language:

Action 1. The library staff will reflect the racial/ethnic composition of our community service area.

Objective: We will determine the racial/ethnic composition of our service area.

Activities: Search the census data; survey the schools and other institutions

Person responsible: Library Director

Timeline: By December, 1996

There is no perfect example; the detail will vary according to the needs of each library. However, it is safe to say that the more specificity and detail you can put into your plan, the greater the likelihood that you will succeed in achieving your wish of attracting ethnic minorities.

FINDING GOOD CANDIDATES

Now that the decision is made to actively pursue quality ethnic minorities to apply for positions for your public library staff who will reflect the diversity of your community, and your plan is in place, how do you accomplish your diversity objectives?

Again, it is important to remember that all the principles and practices in this handbook apply to all potential employees - - minorities and non-minorities, but it offers a little different way of thinking about personnel recruitment and it offers suggestions that help insure that minorities will be in the pool of candidates.

POSITION ANNOUNCEMENT

Most position announcements correlate directly to the position job description. However, it is the advice of successful personnel practitioners that the announcement be written so that when stating the minimum qualification they are indeed the minimums. For example, even though you would like to have "five years of experience," but you know that the job can be successfully performed by one who has two years of experience, then set your minimum qualifications at "two year." This expands the pool of possible candidates. You can still select the one with five years or more of experience, if you want. If one candidate would add to the ethnic diversity of your staff and can do the job, yet has only two years or so of experience, you can freely pick him/her because according to your position announcement she/he meets the minimum qualifications.

HOME GROWN EMPLOYEES

There are numerous strategies that managers have found to be successful in employing minorities. Personnel managers have successfully operated for years doing what they are comfortable with; however, it is hard to find written accounts of anything more successful to all public institutions, including libraries, than developing qualified staff, particularly minority staff, through the "growing your own" process.

Growing your own can be accomplished in numerous ways. Some of the ideas include:

- securing grant funds for a scholarship to a local minority student with agreement that he/she will return to your library to work:

  This is probably the category most likely to succeed in growing your own. Your library identifies an ambitious, qualified minority person and helps him/her financially with education and/or training. There is a caveat that the person receiving the scholarship guarantees, that upon completion, he/she will spend a specified amount of time working in your library. While this method is highly successful, it is also expensive. It requires an up front investment, and the library does not necessarily receive any productivity from the individual until after the educational program is completed. Nonetheless, this is what it is all about -- an investment in the library's future, toward working to serve a diverse community. This methodolgy not only adds person(s) of color to the library but also starts the mechanism to groom that person(s) for advancement within the organization.

- establishing apprenticeships where an in-house staff member is trained to assume many of the duties of a professional with extensive supervision. This person can then move on into the professional position:

  The cost/benefit ratio of an apprenticeship often is quite low. The work produced and the longer term possibility of a good employee staying on your staff far out weigh the costs.

- establishing internships where students commit to certain responsibilities in your library as a requirement in a degree program:

  If the student is not a MLS student, he/she could do an internship in public administration, public relations,

marketing, finance, systems, etc. The idea is to get minorities working in the library and turning them on to the field of library and information science.

- participating in summer youth programs that are designed for economically disadvantaged students, who are usually members of your minority community:

  These students are prime to be mentored into staying in school, going to college, and working in the library after college.

- hiring part-time employees of all ages and moving them into fulltime positions when available:

- hiring a person for one job and grooming that person for what you know will be a job that will be available in the future;

Home grown minority candidates that fill strategic positions within your library definitely benefit the organization. When a minority staff member advances within the library organizations, this usually creates other opportunities for successful recruitment and retention strategies such as:

- *it is a morale booster* for your employees because they see an opportunity to advance based on good performance which is always good for retention of good employees; and

- an opening at a lower, easier-to-fill level which allows you to start over again grooming other staff who really have a chance for success in your library;

- it saves time and money because you have someone who is already familiar with your organization and its structure/culture;

- it is an almost foolproof means of tapping real talent.

Naturally, some libraries will find that they are not in a position to take advantage of some of the home-grown methods and they must look externally for prospective minority employees. When this occurs, a whole chain of recruiting possibilities are set in motion.

RECRUITING

There are two types of recruiting -- internal and external. Almost without exception, successful personnel managers say, your first step to recruiting should be internal. This is the grow your own concept previously mentioned. However, no matter what type of recruiting you do, there are several factors involved in the overall process of attracting minorities to your library organization.

Your Plan. Even if you don't have a specific recruitment plan, you should have one spelled out for minority recruitment. Some of the components to that plan could include:

- a commitment statement that minority candidates are encouraged to apply;
- delineation of your overall needs in personnel, particularly in relation to the minority staffing of your library;
- any stipulations or exceptions that might be made for a minority candidate (sometimes hiring practices required by local city/county governments may take precedence);
- identification of geographical areas where there are substantial number of minorities residing; and
- a timeline that guides accomplishing your minority staffing goals.

Your Budget. The amount of money you have for minority recruitment will certainly influence your options. Spending great deals of money does not necessarily result in hiring minority candidates. So while your options may be limited by money, it is not how much you spend but how you spend it. Additionally, some measures don't have to cost a dime. Utilize your informal network you have out in your community. Search for referrals and recommendations from minority organizations or agencies that serve your minority community. Ask the minority customers that do use your library for any recommendations.

Quickness. How quickly do you want to fill the position is another factor? If you already have a good pool of potential minority candidates identified, time will probably not be an issue. However, if you don't have a potential pool, it will take more time to recruit. Also, if you have some time you can recruit further from home.

Specificity. Some positions are more highly specialized and therefore more difficult to fill. Consequently, you will need to reach as many people as possible. For example, it might be easier to recruit a minority for a support staff position than it is to

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recruit one with a MLS, because according to statistical evidence there is a limited number of minorities with MLS degrees.

Yet, a minority staff person may very well be the employee who has great promise and through mentoring and encouragement, in order to further his/her education and experience, maybe the one to fill that highly specialized position.

Geographic Considerations of Minority Recruiting

Geographic considerations in recruiting can be very important for the recruiting of minority personnel because it is a means of insuring that you are communicating your position availability to an area where there is a high concentration of minority population. The following are examples of geographic recruiting:

A. Community Service Area - An area where there is a high concentration of minorities can literally be in your backyard -- your own community or service area - - which means you don't have to go too far to recruit.

B. Statewide - For more specialized library positions (those that require a college degree or MLS), you may have to concentrate in a larger geographical area than your own community. Within the state or the region, you will be able to readily identify geographical areas that have a considerable number of ethnic minorities present. This will likely add expense to your recruiting. However, given your plan and the needs of your library, and your commitment to employing minorities, a statewide search maybe well worth it.

C. Nationally - The same applies here as it does to a statewide search.

Regardless of how widely or narrowly you define the area in which you recruit, your odds of finding qualified minorities will be fairly slim unless you are searching in areas with significant minority populations. Shotgunning your recruitment will just not work.

Types of Recruiting

Now that the decisions to recruit minorities aggressively and to specify the geographical breadth of that recruitment have been made, how do you actually recruit? There are many ways to do recruiting. The decision on the type or types of recruiting you will use, of course, will depend upon various factors: budget; specificity of the position you are looking for; how quickly you want the job filled; the geographic scope; et cetera. Each library will have to decide which types of minority recruiting best suit it in order to the best results.

A. Personnel Files - You should not overlook applications from minority candidates who may have applied for positions in the past and were not chosen for a particular position. Unsolicited applications may yield satisfactory results as well. Just because you did not hire a person in the past doesn't mean that he/she is not well-qualified for a position for which you are currently seeking applications. An excellent candidate also may have submitted an application when you were not hiring.

B. Employee Referral Programs - One of the most productive and fastest means of minority recruiting is by asking your own employees and trustees to spread the word. Your employees talk to other employees, employees talk to family members, friends, acquaintances, and so on. This not only helps find you prospective minority employees, but also potential colleagues of the new worker can be ambassadors for your library and talk about how great it might be to work there. Some private companies even give employees monetary awards for bringing good people into the company. Libraries may not be able to give monetary awards, but they might want to consider other types of rewards, for example, a day off, a special book, a plaque, etc.

C. Print Media Advertising - One popular, very obvious, and often effective means for soliciting applications is advertising in newspapers and, if appropriate, professional publications. Depending on the size of your community, there may be a specialized newspaper that targets a specific minority population. If not, still use your local newspaper. Again, depending on your geographic scope, you may want to advertise in larger regional newspapers and/or professional journals.

Careful planning in terms of content, timing and location can generate some responses from your minority community. Is the announcement you use to the point, clear and specific enough to encourage minorities to apply? Is the timing correct? (For instance, Christmas is not a good time to use print media; college students are not interested until early spring). Will your chosen media reach the type of individual that you are after? Does the cost/benefit ratio make sense? Can you effectively and geographically target to reach the area that contains a high concentration of minorities?

D. Employment Agencies and Search Firms - There are two basic reasons to use agencies and search firms. First, they have access to a large labor pool and can readily scout the market for minority prospects. This includes seeking out applicants who may seemingly be content in their present jobs. Secondly, they can often help fill a position more quickly than you can on your own. These companies charge a fee for their services. This is the greatest drawback to using search firms. It is unrealistic to

think that many public libraries in small, rural communities could be able to afford this recruiting process. However, it is realistic for larger public libraries to consider this method. If you do decide to use an agency, you must be specific about your goal to reach and hire minority candidates.

E. Government Employment Agencies - State and federal employment agencies are cost-free. They prescreen their applicants and often have people that are ready to go to work immediately. Candidates from these agencies often are in the hard-to-place category. Again, you must be specific about your goal to reach and hire minority candidates.

F. The Information Superhighway - This is a method that has an unlimited future and will grow in popularity. As we see more and more networking systems coming on-line, job announcements and candidate resumes will be readily available, even to the smallest libraries. There will be a day when, through Internet, there will be a current database of minority candidates and their resumes available to any library.

G. Community Organizations, Civil Rights Organizations and Professional Associations - Most people would agree that the primary benefit of joining a professional association or community organization is the opportunity to network with people of similar values, ideas and interests. Obviously, work-related exchanges often occur. Persons seeking work and those seeking to fill positions make their desires known. Again, this is a means of specifically targeting minority groups and there are organized groups -- local, regional and statewide -- for nearly every race or ethnic group. The State of Colorado, Human Resource Services, 1313 Sherman, Denver, 80203 and the Colorado State Library, at 201 E. Colfax, Denver 80203 have a list of over 600 "Recruitment Sources and Community Organizations" which represent specific race or ethnic groups. It is available to anyone.

H. College Recruiting - College recruiting can be a rather costly activity. However, this has real possibilities for recruiting minorities because you can target those schools that has a substantial minority student enrollment. For example, Adams College, University of Southern Colorado, Pueblo Community College and Trinidad State Junior College have greater minority enrollments and graduates than do the other higher education institutions of Colorado. In addition, the urban higher education institutions in the Denver area also have ample minority student enrollments.

The Colorado institutions would be appropriate for recruiting paraprofessional library positions and/or other professional

graduate library schools that are located in regions that have significant minority populations. (See Appendix C for list of ALA accredited library schools.)

I. Job Fairs - This is an increasingly popular source of employees for larger employers, but frankly, has not been used to a great extent by libraries. Several prospective employers gather at a given location and interview job seekers who have been notified through the media that this gathering of employers is available to them. It is not uncommon for these fairs to focus on women, minority or disabled job seekers by specifically stating in their publicity whom they seek. For the most part though, job fairs are held in larger cities.

J. Direct Mail Recruiting - The key to success for libraries using this method is to create a mailing list that really targets the minority populations they want to reach. It is a means of getting your job announcement to lots of prospective minority employees.

K. Radio and Television - Radio and television have a couple of advantages that are important to libraries searching for minority employees. First, you will appeal to a large audience in a short period of time. Second, you can reach and tempt possible minority prospects who are not actually looking for a job. The drawbacks are, of course, the cost and the limited access for some Colorado libraries to TV and, to some extent radio. Also, in most cases it is difficult to target your message. However, an ad on a Spanish language station or a Spanish language program may yield tremendous results. (See Appendix D for a listing of minority oriented print and electronic media.)

This is not an exhaustive list of recruiting methodologies. However, it is not the intent of this handbook to inundate you with massive amounts of information, but to present you with a few ideas and examples that will work in finding quality employees, particularly minorities. The handbook can be useful for even the smallest public libraries.

HIRING

So now you have gone through the recruitment process, and you have identified several well qualified minorities that are interested in joining your team in the position that you have advertised. Next you will be screening applications, interviewing the candidates, making a determination as to whether or not any of the candidates fit your team and making a salary offer.

Employing minorities is really no different than employing members of the majority population. This is a good time to remember what was said earlier: don't get caught up in a situation whereby the candidate begins to feel he/she is a commodity. Minorities feel they are qualified for your positions or they would not have applied. They want to be seen as ambitious and interested potential employees, to be judged on their abilities and skills, first and foremost, and not by the color of their skin or their cultural differences.

While it may seem elementary, it is important that, before screening and interviewing, you make sure everyone involved is very familiar with the requirements of the job and its specific responsibilities and what the minimum qualifications are for success in the position. Remember, we are looking for one that can do the job, who meets or exceeds the minimum qualifications and will add to our ethnic diversity, not just the one who has the "most" qualifications.

SCREENING CANDIDATES

The decision-making process can be strengthened through ensuring that both the interview committee and the application screening committee, if you have one, are made up of individuals reflecting the ideal diversity of your library's workforce. In fact, it is not unheard of to have community members or personnel from other city agencies be on these committees. These committee members should also have some training to ensure they have a grasp of the job description, are aware of specific personnel needs of you library and understand the overall commitment your library has to the diversity of the service area and staff.

Most practicing personnel managers say that your decision will actually be formulated by five criteria, *first impression, information from others, single statements made by the candidate, nonverbal communication and ethnocentrism.* Quite likely, you as a hiring authority will either consciously or subconsciously base your decision on these factors. However, for the best personnel decisions, the trick is to keep these factors in perspective and base your decision on a combination of all of these factors.

First impression. This is the most prevalent factor and can be the most misleading. You cannot determine job suitability for your position by sizing someone up in the first few minutes. There are factors, for example, dress, that may give you an early clue as to the acceptability or not of a candidate, but should only play a role in combination with other factors.

What is most important to remember that when interviewing a candidate most individuals, quite naturally, expect the candidate to be someone who looks like them; dresses like them; and talks like them. Therefore, you have to be very conscientious that a first impression is not the cause of turning down a fine candidate.

Cultural differences may easily affect the first impressions, and certainly are not necessarily reflective of the candidates abilities, intelligence, or attitudes. For example, one of the most common mistakes made by interviewers interviewing a bilingual minority candidate who talks with a heavy accent is to prejudge the candidate as unintelligent and inarticulate based on his/her accent.

Information from others. While it is important and enlightening to accept what others say about a candidate, it is only human nature that we all have some built in biases toward others, both negative and positive. Thus, our feelings about a candidate may be tainted by what we think about the person recommending him/her. Information from others that might supplement a candidate's resume or her/his interview may be helpful, but it cannot stand alone. It has to be considered with other factors as well.

Single statements. These are troublesome -- both positively and negatively. A single statement that is contrary to your views may be made by the candidate; or, on the other hand, there may be a statement made to which you totally and enthusiastically agree. In either case beware of the weight you put on a single statement. It is always the combination of factors that determines the merit of a candidate. Understand that some candidates have not had the experience of interviewing as seasoned experienced candidates have had. Because of this, a candidate may not be comfortable, make mistakes, and be nervous, causing him or her to say something which taken by itself would indicate she or he is not the one for the position, yet could be the one who would do the best job for you.

Nonverbal communication. This body language often indicates as much or more about a candidate as does verbal communication. This topic is explored in many volumes and is not easy to address in a few sentences. However, it is safe to say that this is a factor in judging personnel of which we must be very aware. Nonverbal communication is tied very closely to cultural differences and

consequently could cause you to not accept an excellent candidate. For example, some cultures like to be very close to each other, and in many cases, touch one another; or, some cultures teach that there should be a long pause before answering a question. Another culture equates bowing to a handshake; still, other cultures believe it is a sign of disrespect to look someone in the eye when conversing with them especially if they are viewed as a person in authority (e.g., an interviewer).

Ethnocentrism. This means that we use our values, standards and beliefs to judge others. Overall, this is a perfectly natural result of acculturation to which most of us have been exposed. By an early age, we all accept and, for the most part, do not question certain standards and values. However, for good personnel decisions, we must be aware that these are not the only standards. This is especially true when dealing with minority candidates.

Your understanding of the aforementioned factors in conjunction with other data will help you avoid poor hiring decisions of both minority and non-minority candidates. It is particularly important for minority candidates that you avoid prejudging them because they may not have experienced the same acculturation processes and opportunities that you and others have experienced.

RETENTION

Success, in terms of retaining employees, particularly minority employees, is not without planned support activities. Successful employment and retention of minority employees, according to several studies is often enhanced by additional emotional support, because of the mostly white evnironment in which they work. They also sometimes need support that focuses on enhancing the employee's comfort with technical jargon, tools of the trade and upgrading of basic skills. Success is additionally increased by psychological support, mutual respect, and human interaction which are often accomplished by peer mentoring and tutoring.

As with all employees, successful employment of minority persons, is enhanced by assisting with such areas as child care, flexible working hours, job sharing and transportation.

Of course, minorities just like everyone else want to receive a decent salary, one that is appropriate to the position and to their peers within the same working situation. However, as with any candidate who is highly skilled, competent, in high demand and being actively pursued by other potential employers, an offer of a higher salary could very well be an effective retention variable.

Another good retention factor is recognition of a job well done by a minority employee or any employee for that matter. Recognition does not have to be costly and could include a congratulatory letter, a pat on the back, or a plaque to hang on the wall. Recognition with sincerity, not just a phony attempt to encourage someone to stay, is a boost to anyone's morale.

Working conditions for minorities or any employee certainly can add to the satisfaction they have with their employment. Physical surroundings help with employee satisfaction. The work environment increases or decreases the likelihood of minorities staying on the job.

A support system which gives emotional support, technical support and which will increase basic skills is necessary to retain any employee who may not have had the opportunities to become totally immersed in the field of librarianship and information management.

This support system should also ensure mutual respect among all employees, and adequate and appropriate interaction among colleagues and other employees. Implementing a buddy system for new minority employees may be helpful in handling the rough spots and the tough times. Such a system, which does not cost a penny, can increase the longevity of any minority employees you might have.

RECRUITMENT AND RETENTION OF MINORITY TRUSTEES

RECRUITMENT OF TRUSTEES

One of the best ways for a public library to know and serve its minority community is to ensure that there is minority representation on its decision-making body -- the board of trustees. Minorities can be encouraged to apply to or should be recommended to the authorized appointing authority for library trustees.

There are various ways to recruit minority candidates for the appointing authority to appoint as trustees.

Informal Recruiting

Canvass your churches, social organizations, government/social services agencies for recommendations. In every minority community there are formal and informal leaders. Some of your formal leaders may be minority business owners, directors of agencies and organizations, government employees, or teachers, et cetera.

Don't forget the informal leaders. These may be mothers, church activists, members of the PTO, all of whom have demonstrated leadership capabilities in their everyday lives and who have a genuine interest in the well-being of their community. Also, in the group of informal leaders, look for adult minority library users who are familiar with your library, library employees, and who have attended and actively participated in your library programs.

In addition, your library staff may have recommendations for minority representation. Those recommendations could include any of the categories of people just mentioned.

Formal Recruiting

Use your local newspaper, radio station, or promotional flyers to announce board openings. However, you need to be specific in encouraging members of the minority community to apply for the board position(s). Distribute the flyers announcing board openings to popular spots in the minority community -- minority businesses, church bulletin boards, local grocery stores, gas stations, day care centers, et cetera.

BEST COPY AVAILABLE

If the public library puts the call out for minority board representation and follows some of the tips mentioned, there will be a response from the minority community.

It is probably in your library's best interest to identified and submitted several minority candidates to the appointing authority. It is up to them to them to decide on the best candidate(s) for the job.

RETENTION OF TRUSTEES

Getting a minority on your library's board of trustees is only half the challenge. It is in the best interest of the library and the minority community for the library administration to nurture, respect, inform and educate that minority trustee(s). What you already have is a leader by virtue of reputation and/or position in the minority community. Continue to develop the leadership skills of that minority trustee.

Your minority trustee is the lifeline to your minority community. He/she will be the person who will assist the library for things such as:

- identifying potential minority staffing;
- recommending effective programming to draw the underserved minority community;
- working on good public relations between the library and the minority community; and,
- developing library and minority partnerships/ networking.

SUMMARY

The success of getting or increasing the number of minorities on your staff and board of trustees, while difficult, is not an impossible task. However, it will be a much tougher assignment if it is not a total staff effort, if you do not have an accurate assessment as to where you are now, and, if you do not have a well thought out plan of where you are going and how you are going to get there.

Success in the employing of minorities hinges considerably on your public library facility and on a staff that reflects the ethnic make-up of your service area. The library must have a welcoming atmosphere for all members of the community with the staff sensitized to treating all customers with respect and dignity. By working and developing your minority employees who are in lower level positions, you may be investing in the future, because they are the employees who could eventually be qualified to compete for higher level positions in your library.

By recruiting minorities to be trustees, the needs and concern of the library population are represented on the library board. Minority board members will bring different insights and perspectives to the board

Minorities are not commodities. They are individuals looking to develop their human potential through their work environment. They are just as ambitious, conscientious, enthusiastic and willing as anyone else. They can do the job! The challenge is recognizing the need for library employers to seek them out and encourage them to use the library and apply for positions. The same goes for recruiting minorities for your board of trustees.

Check list for Assuring the Diversity of Your Workforce

I. General

A) _____ Library's policy statement for ethnic diversity is completed and being utilized.

B) _____ Current racial/ethnic makeup of the staff and the community are known.

C) _____ There is a personnel plan for carrying out library's mission of ethnic diversity.

D) _____ Library is committed to providing employees the support it can to insure success on the job.

II. Search Process

A) _____ Position announcement address minimum qualification to encourage many applications

B) _____ Position announcement **is** distributed to geographical areas with minority populations.

C) _____ Search/screening committee has ethnically diverse membership.

D) _____ Interviewing will be done by person/s who understand library's commitment to diversity.

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APPENDIX A

Workforce Profile Worksheet

WORKFORCE PROFILE

Circle category of employee being analyzed.

General Workforce New Hires Transfers Layoffs

Terminations Promotions

LIBRARY PROFILE

Job Groups	Black		American Indian		Asian		Hispanic		White		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Trustees												
total %												
Professionals												
total %												
Para-professionals												
total %												
Clerical												
total %												
Volunteers												
total %												
Other												
total %												
Total staff												
total %												

SERVICE AREA PROFILE

	Black	American Indian	Asian	Hispanic	White	Total
Percentage in Population						

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APPENDIX B

Ethnic Minorities by Colorado County

1990 U.S. CENSUS FIGURES FOR COLORADO BY ETHNICITY

RLSS	COUNTY	TOTAL	HISPANIC	NON-HISPANIC				
				WHITE	BLACK	INDIAN	ASIAN	OTHER
	COLORADO	3,294,394	12.9%	80.7%	3.9%	0.7%	1.7%	0.1%
CC	ADAMS	265,038	18.6%	75.0%	3.2%	0.7%	2.4%	0.2%
SW	ALAMOSA	13,617	38.6%	59.2%	0.4%	0.6%	0.7%	0.4%
CC	ARAPAHOE	391,511	5.6%	85.4%	5.8%	0.5%	2.8%	0.1%
SW	ARCHULETA	5,345	23.3%	74.4%	0.1%	1.7%	0.5%	0.1%
AV	BACA	4,556	5.6%	92.8%	0.0%	1.4%	0.2%	0.0%
AV	BENT	5,048	27.2%	71.1%	0.6%	0.6%	0.5%	0.0%
CC	BOULDER	225,339	6.7%	89.5%	0.8%	0.5%	2.4%	0.1%
AV	CHAFFEE	12,684	9.5%	87.9%	1.6%	0.7%	0.3%	0.1%
AV	CHEYENNE	2,397	3.5%	96.2%	0.0%	0.2%	0.1%	0.0%
CC	CLEAR CREEK	7,619	3.3%	95.6%	0.2%	0.3%	0.5%	0.0%
SW	CONEJOS	7,453	59.9%	39.4%	0.1%	0.3%	0.2%	0.2%
SW	COSTILLA	3,190	76.9%	21.6%	0.2%	0.3%	0.9%	0.2%
AV	CROWLEY	3,946	23.1%	68.3%	6.4%	1.4%	0.7%	0.0%
AV	CUSTER	1,926	2.9%	95.6%	0.0%	1.3%	0.2%	0.1%
PF	DELTA	20,980	9.1%	89.8%	0.3%	0.5%	0.2%	0.1%
CC	DENVER	467,610	23.0%	61.4%	12.4%	0.8%	2.2%	0.3%
SW	DOLORES	1,504	3.2%	94.1%	0.0%	2.7%	0.0%	0.0%
CC	DOUGLAS	60,391	3.2%	95.0%	0.6%	0.4%	0.8%	0.0%
TR	EAGLE	21,928	13.3%	85.6%	0.2%	0.5%	0.6%	0.0%
PP	ELBERT	9,646	2.2%	96.3%	0.5%	0.6%	0.4%	0.0%
PP	ELPASO	397,014	8.7%	81.2%	7.0%	0.7%	2.3%	0.1%
AV	FREMONT	32,273	8.5%	87.7%	2.6%	0.8%	0.3%	0.1%
TR	GARFIELD	29,974	5.6%	93.1%	0.3%	0.6%	0.4%	0.0%
CC	GILPIN	3,070	3.6%	94.5%	0.5%	1.1%	0.4%	0.0%
TR	GRAND	7,966	3.1%	95.9%	0.2%	0.4%	0.5%	0.0%
PF	GUNNISON	10,273	3.6%	94.9%	0.6%	0.5%	0.4%	0.0%
PF	HINSDALE	467	0.9%	98.5%	0.2%	0.4%	0.0%	0.0%
AV	HUERFANO	6,009	40.4%	58.2%	0.3%	0.6%	0.2%	0.2%
TR	JACKSON	1,605	7.4%	91.0%	0.0%	1.6%	0.1%	0.0%
CC	JEFFERSON	438,430	7.0%	90.1%	0.7%	0.5%	1.7%	0.1%
AV	KIOWA	1,688	3.3%	96.0%	0.0%	0.7%	0.0%	0.1%
HP	KIT CARSON	7,140	6.6%	92.9%	0.1%	0.2%	0.1%	0.0%
TR	LAKE	6,007	23.9%	74.9%	0.2%	0.5%	0.3%	0.3%
SW	LAPLATA	32,284	11.1%	83.9%	0.2%	4.2%	0.5%	0.1%
HP	LARIMER	186,136	6.6%	90.9%	0.6%	0.5%	1.4%	0.1%
AV	LAS ANIMAS	13,765	44.2%	54.5%	0.2%	0.5%	0.4%	0.2%
PP	LINCOLN	4,529	1.7%	97.4%	0.1%	0.6%	0.2%	0.0%
HP	LOGAN	17,567	7.9%	91.5%	0.1%	0.2%	0.2%	0.1%
PF	MESA	93,145	8.1%	90.2%	0.4%	0.6%	0.6%	0.1%
SW	MINERAL	558	4.8%	94.6%	0.0%	0.5%	0.0%	0.0%
TR	MOFFAT	11,357	6.1%	92.7%	0.1%	0.7%	0.3%	0.0%
SW	MONTEZUMA	18,672	8.6%	80.0%	0.1%	11.0%	0.2%	0.0%
PF	MONTROSE	24,423	11.2%	87.8%	0.2%	0.5%	0.2%	0.0%
HP	MORGAN	21,939	18.4%	80.5%	0.2%	0.4%	0.3%	0.1%
AV	OTERO	20,185	35.2%	62.9%	0.5%	0.6%	0.5%	0.3%
PF	OURAY	2,295	4.5%	95.3%	0.0%	0.1%	0.1%	0.0%
PP	PARK	7,174	2.9%	95.7%	0.5%	0.6%	0.2%	0.1%
HP	PHILLIPS	4,189	4.1%	95.6%	0.0%	0.0%	0.2%	0.0%
TR	PITKIN	12,661	3.8%	94.4%	0.3%	0.4%	1.1%	0.0%
AV	PROWERS	13,347	23.2%	75.5%	0.3%	0.6%	0.3%	0.1%
AV	PUEBLO	123,051	35.8%	61.3%	1.6%	0.5%	0.5%	0.3%
TR	RIO BLANCO	5,972	4.0%	95.0%	0.2%	0.6%	0.3%	0.0%
SW	RIO GRANDE	10,770	40.3%	59.0%	0.0%	0.5%	0.1%	0.1%
TR	ROUTT	14,088	2.8%	96.7%	0.1%	0.4%	0.3%	0.0%
SW	SAGUACHE	4,619	46.8%	51.3%	0.2%	2.6%	0.1%	0.2%
SW	SAN JUAN	745	16.8%	83.2%	0.1%	0.5%	0.3%	0.0%
SW	SAN MIGUEL	3,653	2.8%	96.4%	0.1%	0.3%	0.2%	0.1%
HP	SEDGWICK	2,690	8.6%	89.6%	0.2%	0.4%	1.2%	0.0%
TR	SUMMIT	12,881	2.8%	95.9%	0.2%	0.5%	0.7%	0.0%
PP	TELLER	12,468	2.8%	96.1%	0.2%	0.7%	0.4%	0.0%
HP	WASHINGTON	4,812	2.9%	96.7%	0.0%	0.2%	0.2%	0.0%
HP	WELD	131,821	20.9%	77.4%	0.4%	0.4%	0.8%	0.1%
HP	YUMA	8,954	3.2%	96.3%	0.0%	0.4%	0.1%	0.0%

APPENDIX C

ALA Accredited Graduate Programs

List of US and Canadian universities and colleges which offer ALA Accredited Library Science Programs. Most schools award a Master of Library and Information Science degree. . (1). Some award a Master of Library Science or a Master of Arts degree. . (2).

MOUNTAINS

University of Denver (1)
Denver, 80210
303-871-3352
(ALA certification pending)

Emporia in the Rockies (2)
Denver, 80203
303-866-6875

WEST

University of Washington (2)
Seattle, 98195
206-543-1794

University of California (1)
Berkely, 94720
415-642-1464

San Jose State Univ. (2)
San Jose, 95192-0029
408-924-2490

University of California (2)
Los Angeles, 90024-1520
213-825-4351,

University of Hawaii (1)
Honolulu, 96822
808-948-7321

SOUTHWEST

University of Arizona (2)
Tucson, 85719
602-621-3565

University of North Texas (2)
Denton, 76203
817-565-2445

University of Texas, Austin (1)
Austin, 78712-1276
512-471-3821

University of Oklahoma (1)
Norman, 73019
405-325-3921

Texas Women's University (2)
Denton, 76204
817-898-2602

SOUTHEAST

University of Alabama (2)
Tuscaloosa, 35487-0252
205-348-4610

Clark Atlanta University (2)
Atlanta, 30314
404-880-8698

Louisiana State University (1)
Baton Rouge, 70803
504-388-3158

U of No. Carolina (2)
Greensboro, 27412
919-334-5100

University of Puerto Rico (2)
Rio Piedras, 00931
809-764-0357

University of So. Florida (1)
Tampa, 33620-8300
813-974-3520

University of Tennessee (2)
Knoxville, 37996-4330
615-974-2148

Florida State University (2)
Tallahassee, 32306
904-644-5775

University of Kentucky (2)
Lexington, 40506-0039
606-257-8876

University of No. Carolina (2)
Chapel Hill, 27599-3360
919-962-8366

No. Carolina Central Univ (2)
Durham, 27707
919-560-6485

University of So. Carolina (1)
Columbia, 29208
803-777-3858

Univ. of So. Mississippi (2)
Hattiesburg, 39406
601-266-4228

MIDWEST

Emporia State University (2)
Emporia, KS 66801
316-343-5203

Indiana University (2)
Bloomington, 47405
812-855-2848

Kent State University (2)
Kent, OH 44242
216-672-2782

University of Missouri (2)
Columbia, 65211
314-882-4546

Rosary College (1)
River Forest, Ill. 60305
708-366-2490

University of Wisconsin (2)
Madison, 53706
608-263-2900

University of Illinois (2)
Urbana, 61801-3680
217-333-3280

University of Iowa (2)
Iowa City, 52242
319-335-5707

University of Michigan (1)
Ann Harbor 48109-1092
313-764-9376

Wayne State University (2)
Detroit, 48202
313-577-1825

University of Wisconsin (2)
Milwaukee, 53201
414-229-4707

NORTHEAST

Catholic University of America (2)
Washington, D.C. 20064
202-319-5085

Clarion University (2)
Clarion, PA 16214
814-226-2271

Long Island University (2)
Brookville, 11548
212-854-2292

Drexel University (2)
Philadelphia 19104
215-895-2474

University of Maryland (2)
College Park, 20742
516-299-2855

State University of NY (2)
Albany, 12222
518-442-5115

State University of NY (2)
Buffalo, 14260
716-636-2412

University of Pittsburg (2)
Pittsburg, 15260
412-624-5230

Pratt Institute (1)
Brooklyn, 11205
718-636-3702

Queens College (2)
Flushing, NY 11367
718-997-3790

University of Rhode Island (1)
Kingston, RI 02881
401-792-2947

Rutgers University (2)
New Brunswick, NJ 08903
201-932-7317

St John's University (2)
Jamaica, NY 11439
718-990-6200

Simmons College (2)
Boston, 02115-5898
617-738-2225

Southern Connecticut St. U. (2)
New Haven, 06515
203-397-4532

Syracuse University (2)
Syracuse, NY 13244-2340
315-443-2736

CANADA

University of Alberta (1)
Edmonton, T6G2J4
403-492-4578

Univ. of British Columbia (2)
Vancouver, V6T1Y3
604-228-2404

Dalhousie University (1)
Halidax, Nova Scotia B3H4H8
902-494-3656

McGill University (1)
Montreal, H3A1Y1
514-343-4204

University of Montreal (1)
Montreal, H3C3J7
514-343-6044

University of Toronto (2)
Toronto, M5S1H1
416-978-3202

University of Western Ontario (1)
London, Ontario N6G1H1
519-661-3542

APPENDIX D

Minority Oriented Media

Public Minority Oriented Print and Electronic Media (This list may not be complete, since apparently no comprehensive statewide list of minority media exists. And, no attempt was made to identify the numerous organization generated publications or the many cable TV channels)

NEWSPAPERS

Chinese American Post
2305 E. Arapahoe Rd.
Littleton, 80120
303-798-0570

Colorado Chinese News
1562 W. Alameda
Denver, 80223
303-722-8268

Denver Weekly News
2937 Welton
Denver, 80205
303-292-5158

El Semanareio
2865 W. 44th
Denver, 80211
303-480-9945

Hispania
Box 15116
Colorado Springs, 80935
719-540-0220

Korean Denver News
9650 E. Colfax
Denver, 80010
303-364-4500

Korean Times
1400 Dayton
Aurora, 80110
303-367-5900

La Voz de Colorado
2885 W. 3rd.
Denver, 80219
303-936-8556

Las Noticias
400 W. Colfax
Denver, 80204
303-892-5000

Visiones
1136 Speer Blvd.
Denver, 80204
303-628-0780

El Informador
Box 848
Delta, 81416
970-874-8054

RADIO

KBNO AM 1220
2727 Bryant
Denver, 80211
303-292-5266

KDKO AM 1515
2559 Welton
Denver, 80205
303-295-1225

KRMX
2829 Lowell
Pueblo, 81003
719-545-2883

KJME AM 1390
828 Santa Fe
Denver,80204
303-623-1390

KCUV AM 1150
1580 Lincoln, Suite 700
Denver, 80203
303-861-1156

KUVO FM 89.3
Box 11111
Denver, 80211
303-480-9272

TELEVISION

KUBD-TV
Channel 59
9805 E. Iliff
Denver, 80231
303-751-5959

KCEC
Channel 50
11111 W. 8th
Lakewood, 80215
303-238-0050